

V8513
2.B87-2
Copy 1

EXECUTIVE SUMMARY:

BUSINESS INDUSTRY FORUM

SOUTH CAROLINA COUNCIL
ON
VOCATIONAL AND TECHNICAL EDUCATION

COLUMBIA
SOUTH CAROLINA

S. C. STATE LIBRARY

AUG 3 1990

STATE DOCUMENTS

EXECUTIVE SUMMARY:

**BUSINESS INDUSTRY
FORUM**

*In compliance with the
Carl D. Perkins Vocational Education Act of 1984*

By The

**SOUTH CAROLINA COUNCIL ON
VOCATIONAL AND TECHNICAL EDUCATION**

*2221 Devine Street, Suite 420
Columbia, South Carolina, 29205*

June, 1990

Mr. Larry Patrick, Chairman

A Report of The 1989 Business and Industry Forum

SOUTH CAROLINA COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION

The State Council on Vocational and Technical Education is a 13 member Board appointed by the Governor as required by the federal Carl D. Perkins Vocational Education Act of 1984.

The Council has the responsibility to conduct evaluative research, review plans and programs and make policy recommendations to the executive and legislative decision making bodies in the state which will improve and enhance the vocational and technical education opportunities for all South Carolinians. The activities of the Council are carried out in close coordination and cooperation with state and local vocational and technical organizations and agencies. As specified in the Carl D. Perkins Act, the majority of the Council members and the Council Chairman are from the private sector.

The Council does not operate any educational programs nor have any administrative authority over such programs. The Council does have responsibility to act in

an advisory capacity on policy. The Council's recommendations are submitted to the State Board of Education and the State Board for Technical and Comprehensive Education. The efforts of the Council are directed primarily to enhance and improve the programs of vocational and technical education in South Carolina.

Much of the work of the Council is with the policy boards for Vocational Education and Technical Education and their state-level administrative units. These include the State Board of Education, the State Board for Technical and Comprehensive Education, the Office of Vocational Education in the State Department of Education, and the state administration for technical education. The Council also works with other boards, agencies or groups who may be concerned with occupational education and training.

THE BUSINESS INDUSTRY FORUM

The South Carolina Council on Vocational and Technical Education designed the structure of the forum to fulfil the federal requirements of PL 98-524 concerning private sector input into vocational education policy. The forum provided an opportunity for business and industry leaders to meet together as a small group to focus on the problems of a qualified workforce, focusing on communication between business and industry. The participants' dialogue was transcribed, reduced to "bottom line" conclusions, and when appropriate translated to recommendations. The recommendations within this document were derived from the dialogue, but tempered with the collective perspective of the Council; as a result, they are the Council's recommendations.

To get a cross section of individuals representing business and industry to participate in the forum, Council staff obtained names using referrals from business leaders in the State. The individuals selected were chosen from a list of people

who were actively involved in employment and education. They represented companies from across the State of South Carolina that employ from 12 to 20,000 employees; companies engaged in manufacturing, processing, or services. Each participant was given the reasons for the forum and how the results were expected to be used.

A suitable hotel meeting room provided an excellent setting for the "Think Tank."

An audience was present to hear the statements of the business and industry participants. The audience included representatives of a wide sector of state agencies, members of the legislature, and representatives of public education that are involved in providing vocational and technical education. During the meeting, only the forum participants were permitted to enter into the discussion. The last 30 to 45 minutes were reserved for members of the audience to make comments or ask for clarification on information presented.

The forum topics were:

Current Requirements for Employment

Training and Retraining Programs

The Dropout

The Handicapped and Other Special Needs Populations

Relationship to Vocational and Technical Education

Promotions of Employees

Future Needs: Five to Ten Years From 1990

RECOMMENDATIONS To:

**THE STATE BOARD OF EDUCATION
(STATE BOARD FOR VOCATIONAL EDUCATION)**

And To:

THE STATE BOARD FOR TECHNICAL & COMPREHENSIVE EDUCATION

RECOMMENDATION I:

In addition to teaching occupational skills, all occupational programs should continue to emphasize basic educational skills. Additionally, instructional programs should include attention to teaching interpersonal skills and desirable work behavior.

Rationale: Job applicants who do not have an adequate level of abilities in reading, writing, and computational skills are not considered employable by many of the employers in today's complex workplace. Emphasis on increased basic skills in vocational and technical education can supplement the instruction provided by other teachers without reducing the occupational skill training. Attention to improvement in basic educational skills within vocational education is an effective technique for raising basic educational attainment.

Societal changes have caused a large proportion of today's youth to reach the

"A personnel selection inventory, written at the eighth grade education level, is given to applicants. ... a high number of applicants ... fail this inventory."

age of employment without having observed or learned desirable work ethics and acceptable behavior. Being at work reliably and on-time, acceptable dress and grooming, and other similar topics must be presented and reinforced in the instructional program if we are to maintain these attributes in the work force.

RECOMMENDATION II:

Vocational education teachers of programs where computers are being used in business/industry should be proficient in the use of applicable software and computer operation. Procedures should be established to assure that appropriate vocational programs are identified, and that teachers become adequate in use of computers and applicable software.

Rationale: If teachers are going to work with students in the use of computers, then the teachers should be proficient in computer usage. Teachers who are competent in the use of and comfortable with computers are more likely to take full advantage of these resources than would teachers who are unfamiliar with computers.

Given the rapid progress in the development of extremely effective interactive and branching computer educational software packages, teachers should be postured to take full advantage of computer aided or computer based instruction. With the explosive increase in availability of

computers for many different applications, skills in keyboarding and the use of various software applications are highly desirable for teachers and for students.

It would be desirable if all teachers could be brought to some nominal level of proficiency in keyboarding, computer management and software applications to better utilize computer applications when and where appropriate.

RECOMMENDATION III:

Additional occupational specialists are critically needed to counsel students and aid them in the decision-making process for the first job following school, or in selecting the most appropriate post-secondary educational program. Persons who are familiar with the conditions within business and industry should be utilized to advise all of the high school students who do not have definite plans to immediately matriculate in a four-year college.

Rationale: Students need assistance in job selection and in educational program selection for additional education beyond high school. School counselors are already overloaded, and assistance in

After speaking to an 11th and 12th grade group at the vocational center, Mr. ____ realized that the majority of the people in the class, as well as the administrators and instructors, did not know the entry level pay, the benefits ... or the skills required.

“We are teaching a smoke stack education to a futuristic society of youngsters. We can’t do that anymore. We can’t wait five or ten years.”

educational program selection or in employment can best be provided by persons who are familiar with current conditions and technology in business and industry. Neither the parents of students, nor the academically prepared counselors, have had the experiences necessary to provide any type of comprehensive advice regarding the broad range of employment opportunities in business and industry. Occupational specialists who are not encumbered by crisis counseling should be provided to meet with every student to discuss (with each student who is not definitely planning to attend a four-year college program) the best choice regarding employment and/or additional available training in the student’s occupational field of choice.

RECOMMENDATION IV:

A. Continue to promote vocational education, and encourage an increase in the efforts related to promotion of vocational education.

B. Encourage continued cooperation of secondary vocational education with related post-secondary (technical) education in conjunction with industry, including efforts in articulation of programs and the possibilities of other programs such as the Tech Prep 2-plus-2.

Rationale: Many parents and students still think of vocational education as a program for students who cannot be admitted

or do not plan to attend a four-year college. Also, there are a considerable number of students who, for whatever reasons, pursue a "general" track in high school, and thus are not prepared for entry into higher education or for employment. The true potential and value of vocational education must be conveyed to students, parents, teachers, and others. "Tech Prep 2-plus-2" or vocational education should be utilized as the alternative to the "general" track for students in the high schools. For this to occur, then the image of vocational education must be improved to convey the proper perspective throughout the communities. Proper

"The ____ company would like to take repair work into the vocational schools so the students can see they are doing something with some value to it, but in many cases the schools don't have the equipment. A lack of appropriate equipment seems to be a standard problem."

The State Council's recommendations and rationales in the Executive Summary are excerpted in an unabridged form from the complete 1989 Business Industry Forum report.

"Vocational education needs advertising and promoting to create [a positive] image. It needs to have its image promoted in a positive light."

utilization of community leaders who are employed in business or industry can aid in conveying to the students the importance of vocational education and the dignity of occupations that one enters best through vocational education or technical education programs.

RECOMMENDATION V:

More cooperative and apprentice type programs should be established to give students training on up-to-date equipment that is in use by businesses and in industry.

Rationale: Students should be trained on equipment that is similar to that currently being utilized in business and industry, yet the rate of change of equipment coupled with the relatively high cost of equipment makes it very difficult to keep up with the changes. Cooperative or apprentice type educational programs offer one viable solution to the problem of providing work experience and learning on state-of-the-art equipment. This would especially be true for vocational and technical education programs where the equipment costs are very high or in occupational areas where the class size is relatively small. While the annual allocation of state funds for vocational education equipment under the provisions of the Education Improvement Act (EIA) is very helpful, more funding is needed for equipment in all vocational education and also in technical education.

**THE SOUTH CAROLINA
STATE COUNCIL MEMBERS**

Mr. Larry Patrick
Chairman
Agriculture

Mr. David Berry
Construction

Dr. Curtis Bryan
Education
Post-Secondary

Mrs. Shirley Corbett
Education
Career Guidance

Mr. Frank M. Hart
Education
Secondary

Ms. Deanne Jolly
Labor Organizations

Mr. Frank Lanford
Education
Secondary

Mr. John A. Mahon
Manufacturing

Dr. Joann Morton
Special Populations

Ms. Mary Lou Richardson
Labor and J.T.P.A.

Mr. Lonnie Rowell
Small Business

Mrs. Eunice Spilliards
Education
Secondary/Special Needs

Mrs. Judith Warner
Small Business

Council Staff

Dr. Robert H. White
Executive Director

Ms. Dawn G. Abell
Executive Assistant

THE BUSINESS INDUSTRY FORUM PARTICIPANTS

Mr. Toby Chaffin (Moderator)
State Chamber of Commerce
Columbia, SC

Mrs. Dorothy Aranda
WLOW Radio Station
Hilton Head Island, SC

Mr. Frank Benson
Sonoco Products Company
Hartsville, SC

Mr. Everett Crafts
Milliken Research Corporation
Spartanburg, SC

Mrs. Marita Eden
Elliott White Springs Memorial Hospital
Lancaster, SC

Mr. Marvin Johnson
E.I. du Pont de Nemours & Company
Charleston, SC

Mr. Jim Frieze, Jr.
Hoechst Celanese Corporation
Spartanburg, SC

Mr. Jack Mullins
Blue Cross and Blue Shield
Columbia, SC

Mr. Tommy Myers
Springs Industries, Inc.
Fort Mill, SC

Mr. Wayne Nappier
Marriott Hotel
Columbia, SC

Ms. Cathy Novinger
SCANA Corporation
Columbia, SC

Mr. James Smith
Greenwood Mills
Greenwood, SC

Mr. Charles Spainhour
FMC Corporation
Aiken, SC

Mrs. Leslie Wrenn
NCNB National Bank of SC
Columbia, SC

0 01 01 0118854 7

**SOUTH CAROLINA COUNCIL ON
VOCATIONAL AND TECHNICAL EDUCATION**

2221 Devine Street, Suite 420
Columbia, South Carolina, 29205